**SY23-24**

**KIPP Blytheville Collegiate High School Academic Improvement Plan Template**

| SCHOOL: KIPP Blytheville Collegiate High School  SCHOOL LEADER: Krista Harrell  GRADE LEVELS: 7-12  SY22-23 SCHOOL GRADE / POINTS EARNED: D/56.67  SY23-24 GOAL GRADE / GOAL POINTS: C/ 61.10  DATE UPDATED: October 30, 2023/ November 15, 2023 |
| --- |

OVERVIEW

We at KIPP Delta believe that a rigorous academic program is foundational to keeping our promises to students and families. For our students to unlock choice-filled lives of opportunity, it is critical that we collectively focus our energy on shared academic improvement. The Academic Improvement Plan will serve as an intentional tool to drive network-wide accountability in service of student outcomes.

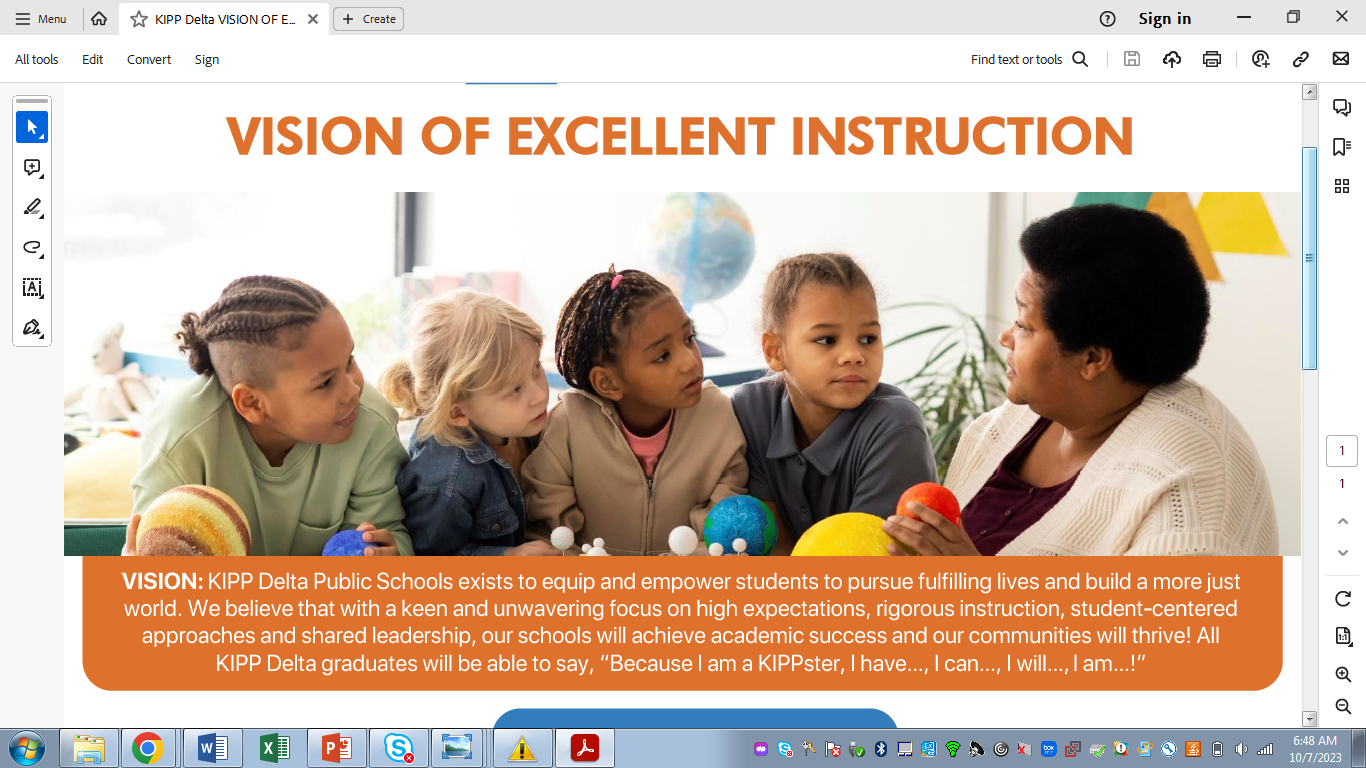
KIPP Delta’s Vision of Excellent Instruction will serve as the guiding structure to Academic Improvement Plans as a method to further support collaboration and strengthen network-wide alignment. Arkansas Department of Education School Report Card grades are one indicator KIPP Delta utilizes to measure the effectiveness of its rigorous academic program, and will serve as a crucial resource in measuring our progress and performance.

NETWORK GOAL

Each KIPP Delta School Leader will increase its school’s Arkansas Department of Education School Report Card grade by at least one full letter grade by Fall 2024.

RESOURCES

* [School Report Card Overview](https://dese.ade.arkansas.gov/Offices/public-school-accountability/school-performance-and-monitoring/report-card) - *Basic state-level overview and score breakdown by grade band*
* [School Report Cards](https://myschoolinfo.arkansas.gov/SRC#group-anchor-k) - *View and download School Report Card data*
* [ESSA School Index](https://myschoolinfo.arkansas.gov/Content/ESSA/2022/13_What_is_the_ESSA_School_Index.pdf) - *Weighted indicators contributing to school performance scores*
* [KIPP Delta Academic Improvement Plan Look-Fors](https://docs.google.com/document/d/1KRpncwm_qZlrTj79JaqiD5kUoTKlX8yG6gHDg_nPN30/edit) - *Feedback tool for assessing AIP strength*



PART I | VISION & OWNERSHIP

A. Overall School Vision

Describe your vision for your school. When at peak success, what does it look, feel, and sound like? What do students, families, and community stakeholders say, feel, and believe about your school?

| KBC Vision: Students and staff lived experience is to work and learn in a joyous environment in which high expectations, strong instruction, grade level assignments, and deep engagement are the heartbeat of our school.  KBC Mission: Students have an informed voice to have a life of their choosing.  At peak success when this vision is the lived experience of every team member, students are:   1. Students embrace productive struggle and are able to identify their own misconceptions 2. Students are doing the majority of the cognitive work, teachers are facilitators 3. ALL staff believe that students can do grade level work 4. Teachers are using evidence based practices and strategies 5. Receiving grade level instruction 6. Immediate and responsive tier 2 intervention and support |
| --- |

B. Your Role - School Vision

Describe your role in achieving the school vision outlined above.

| As the school leader, my role is to create systems to ensure that students have equitable educational experiences that lead to a life of choice. It is also my responsibility to create and progress monitor systems to curate staff who are empowered to make sound data informed decisions that will undergird the mission and vision of KBC.  Student Outcomes:  Students are showing growth as evidenced on formative assessments, students meeting their individual growth NWEA targets, etc |
| --- |

C. Development & Progress - School Vision

Describe how you developed your school’s vision and where you are on the pathway to achieving it as of Fall 2023.

| I developed my school vision by reviewing the following data points:  -ACT Aspire results for the 2022-2023 school year  -MAP Interim data  -Anonymous culture survey results  -Results from student focus groups  -Professional Development learning while attending UnboundEd and Relay Graduate School  Likert scale key:   1. No implementation (knowledge) 2. Limited implementation (knowledge) 3. Basic implementation (knowledge) 4. Adequate implementation (knowledge) 5. Superior implementation (knowledge) |
| --- |

D. School Academic Vision

Describe the academic vision for your school.

| 1. to empower the team to live out our vision and mission, 2. set rigorous academic goals, 3. provide staff with ongoing professional development that is aligned to data observed during weekly/daily classroom observations, 4. monitor goals set and provide coaching and and support reaching set goals 5. Provide ongoing coaching and modeling 6. Ensure standards aligned instruction |
| --- |

E. Your Role - Academic Vision

Describe your role in achieving the academic vision outlined above.

| KBC staff use data to make the next best instructional decision. This is achieved by   1. Demonstrating knowledge of content and pedagogy by using unit plans and scaffolding immediate intervention that supports students in mastering grade level standards 2. Setting instructional outcomes in which the teacher lesson annotations document scaffolds of support, time stamps, and differentiation strategies used to address student misconceptions 3. Engaging students in the learning and 4. Using assessment in instruction |
| --- |

F. Development & Progress - Academic Vision

Describe how you developed your school’s academic vision and where you are on the pathway to achieving it as of Fall 2023.

| The following data was used when developing the academic vision for KIPP Blytheville Collegiate High School   1. 2022-2023 ACT Aspire Data 2. 2023 BOY MAP Interim Assessment 3. Quarter 1 classroom observations 4. TNTP Walk-through report for beginning of year (BOY 2023)     Likert scale key:  No implementation (knowledge)  Limited implementation (knowledge)  Basic implementation (knowledge)  Adequate implementation (knowledge)  Superior implementation (knowledge) |
| --- |

G. Distributive Leadership - Your Team

List other key staff members and/or stakeholders involved in your school’s academic success. Include their name, role, responsibilities, and how you plan to manage them to successful implementation of this plan.

| * Tamara Jordan: Assistant Principal   + Academic coaching, modeling for teachers, assisting teachers with lesson annotation and internalization, and culture coaching for 7-12 * Dreamar Williams: Student Support Success Coordinator   + School culture of celebration, Behavior, Student Attendance and School-wide celebrations * Latosha Forrest: Operations Director   + School to home communication and school safety * Dawn Bennett: Operations Coordinator   + Student attendance, family communication * Julie Blagg: ASPRC leadership-literacy coach/   + Literacy professional development for non-core teachers, assisting teachers with implementing SOR, modeling for teachers, assisting teachers with lesson annotation and internalization * Tekeet Funches: TNTP Math Coach   + Mathematics instructional coaching for Michelle Bush (7-9) * Raymond Paylor: TNTP Literacy Coach   + Literacy instructional coaching for Robbie Koen (10-12) and Lora Jones (7-9) * Dorain Meyers: TNTP Social Studies Coach   + Social studies instructional coach for Mark Bartlett (10-12) and Rashad Roberts (7-9) * June Hawkins: Science Coach   + Science instructional coaching for Kristen Montezuma (7-9) * Tia Williams:   + Regional Dyslexia specialist, District Test Coordinator, Tier 3 intervention and dyslexia support, ATLAS testing training and support * Andrea Dodosn: Regional interventionist   + Tier 3 literacy/dyslexia intervention and progress monitoring   How you plan to manage them to successful implementation of this plan.   1. Weekly 03s in which we review data    1. Observation data    2. Discipline Data    3. Lesson annotation feedback data    4. Student work sample data    5. TNTP data review (learning walks, coaching session notes, etc.) |
| --- |

PART II | GOAL SUMMARY

Identify specific, measurable, achievable, relevant, time-bound, inclusive, and equitable (S.M.A.R.T.I.E.) goals to achieve the vision described above. Goals should be focused on student outcomes. If a goal includes an adult action, it must also be tied directly to a student outcome. For example, if your school has a goal around teacher observations–adult actions–what will be the resulting impact on student achievement–student outcomes?

| CATEGORY | Rigorous Instruction | | | | |
| --- | --- | --- | --- | --- | --- |
| GOAL 1  (REQUIRED) | 50*%* of students in grades 7-10 will move from *in need of support* to *close* on the Math and Reading 2023-2024 ATLAS assessment. 53 students will move from *INS* to *Close on the ATLAS assessment*. 106 students scored *in need of support* on the reading and math ACT Aspire summative assessments for the 2022-2023 school year. | | | | |
| Progress Monitoring:  Daily, weekly, and quarterly   1. Admin tracker is used to track weekly 03s and observations. Effective 11/27: lesson annotation feedback 2. NWEA goal tracker | Key Performance Indicator(s) | Data Source | Baseline  Fall SY23-24 | Mid-Year  Spring SY23-24 | Target  Fall SY24-25 |
| 1. Lesson annotations include the following indicators:    1. Time stamps    2. Scaffolds listed to address student misconceptions    3. Criteria for Success    4. Exemplar 2. Academic monitoring pathway professional development    1. Small group support development   3. 03s are focused on one of the following levers based upon previous week observation data:   * 1. Weekly Planning   2. Weekly Data   3. Observation Meeting     4. 100% of teachers will use student academic data to plan and execute rigorous instruction as evidenced by lesson annotations, exemplars, and criteria for success (rubrics) that are aligned to state standards and district adopted curriculum. | * Observation data * Lesson annotation feedback | 1. 106 students scored *in need of support* on the summative math and reading ACT Aspire assessments. 2. 2/6 teachers are using academic monitoring pathway data to implement small group within instructional block | 1. 30% of students in grades 7-10 will score *ready* on the practice ATLAS Reading assessment. 2. 4/6 teachers are using academic monitoring pathway data to implement small group instruction | 1. 53 students will score *close* on the reading and math ATLAS assessments. 2. All Core teachers are using academic monitoring pathway tracking sheets to provide small group support within the instructional block. |

| CATEGORY | Rigorous Instruction | | | | |
| --- | --- | --- | --- | --- | --- |
| GOAL 2  (REQUIRED) | 50*%* of students in grades 7-10 will move from *close* to *ready* on the 2023-2024 Math and Reading ATLAS assessment. This includes moving 21 students from *close* to *ready*. For the 2022-2023 school year, 42 students scored *close* on the ACT Aspire summative assessment. | | | | |
| Progress Monitoring:   1. The following data was derived from our BOY TNTP walk-through. 2. MOY TNTP walk-through data will be collected during the week of Dec. 5. 3. Admin tracker is used to track weekly 03s and observations. Effective 11/27: lesson annotation feedback | Key Performance Indicator(s) | Data Source | Baseline  Fall SY23-24 | Mid-Year  Spring SY23-24 | Target  Fall SY24-25 |
| Strong Instruction: Do all students demonstrate they are learning? | * Lesson Annotations * Student Work Portfolios * Classroom Observations * State Standards * Eureka curriculum * MyPerspectives curriculum | Yes- 0  Mostly- 0%  Somewhat-100%  Not Yet- 0%  \*2 teacher’s data  (7-9 ELA and 7-9 Math teacher) | Yes- 100%  Mostly- 100%  Somewhat-100%  Not Yet- 0% | Yes- 100%  Mostly- 0%  Somewhat-100%  Not Yet- 0% |
| Grade Appropriate Assignments: Are all students working with content aligned to the appropriate learning expectations for their subject and grade? | * Lesson Annotations * Student Work portfolios * Classroom Observations * MyPerspectives curriculum * State Standards * Eureka curriculum | Yes- 50%  Mostly- 0%  Somewhat-50%  Not Yet-0%  \*2 teacher’s data  (7-9 ELA and 7-9 Math teacher) | Yes- 75%  Mostly- 0%  Somewhat-25%  Not Yet-0%  \*6 core teacher data from MOY and EOY TNTP learning walks | Yes- 100%  Mostly- 0%  Somewhat-0%  Not Yet-0%  \*6 core teacher data from MOY and EOY TNTP learning walks |
| High Expectations: Are all students engaged in the lesson's work from start to finish | * Classroom Walkthrough Data * Behavioral referral tracker * Class Dojo * Fun Friday celebrations | Yes- 50%  Mostly- 0%  Somewhat- 0%  Not Yet- 50%  \*2 teacher’s data  (7-9 ELA and 7-9 Math teacher) | Yes- 100%  Mostly- 0%  Somewhat-0%  Not Yet-0%  \*6 core teacher data from MOY and EOY TNTP learning walks | Yes- 75%  Mostly- 25%  Somewhat-0%  Not Yet-0%  \*6 core teacher data from MOY and EOY TNTP learning walks |
| Deep Engagement: Are all students responsible for thinking in the classroom? | * Student work samples * Teacher vs student talk ratio * Classroom Observations | Yes- 0%  Mostly-0%  Somewhat-100%  Not Yet- 0%  \*2 teacher’s data  (7-9 ELA and 7-9 Math teacher) | Yes- 75%  Mostly- 25%  Somewhat-0%  Not Yet-0%  \*6 core teacher data from MOY and EOY TNTP learning walks | Yes- 75%  Mostly- 25%  Somewhat-0%  Not Yet-0%  \*6 core teacher data from MOY and EOY TNTP learning walks |

| CATEGORY | Shared Leadership | | | | |
| --- | --- | --- | --- | --- | --- |
| GOAL 3  (Optional) | Increase daily attendance rate to 98% each day for quarter 2. Reduce chronic absenteeism by 50% for quarter 2. | | | | |
| Progress Monitoring:   1. Weekly APSCN reports 2. Discipline Reports 3. Class Dojo Reports | Key Performance Indicator(s) | Data Source | Baseline  Fall SY23-24 | Mid-Year  Spring SY23-24 | Target  Fall SY24-25 |
| Increase Students Daily Attendance rate to 98% | Eschool  Schoolzilla | 97% | 98% |  |
| Reduce Chronic Absenteeism by 50% | Chronic absent report | 6 students | 3 students |  |
| Suspensions reduced to <20% for 23-24 SY | Class Dojo  Suspension Tracker | 8 suspensions | 3 suspensions | <than 25 suspensions |

PART III | GOAL DETAIL

Get more specific on how you will drive progress for each goal you outlined in Part II. Where KPIs capture bigger-picture goals and desired outcomes (ie: 85% of 4th grade students score 4+ on PARCC ELA), the strategies and metrics you identify below will capture what you will lead your team to do to reach your goals and how you will track interim progress.

| CATEGORY | | Rigorous Instruction | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| GOAL 1  (**REQUIRED**) | | 50*%* of students in grades 7-10 will move from in need of support to close on the Math and Reading ATLAS assessment. 53 students will move from *INS* to *Close for the 2023-2023 ATLAS assessment*. 106 students scored in need of support on reading and math ACT Aspire summative assessments for the 2022-2023 school year. | | | | | | | | | |

| Q2 STRATEGIES - October to December 2023 | | | |
| --- | --- | --- | --- |
| STRATEGY  What strategies will you employ to achieve this goal? | METRIC  What data will you look for to assess the effectiveness of each strategy? | Q2 BASELINE  Outcomes as of  October 2023 | Q2 ACTUAL  Outcomes as of  December 2023 |
| Lesson Annotations Feedback Sessions with building coach, APSRC coach and TNTP coach | Student work is representative of the rigor of standard and meets the criteria for success  Instruction is occurring from bell to bell | 70% of student work (samples) are meeting/exceeding grand level standards as previewed during 03s. Student work is aligned to the grade level standard and exemplar. |  |
| Small Group Intervention Supports | Academic monitoring pathway checklists | Student outcomes: 50% of students in grades 7-10 meet their individual growth scores on MOY NWEA assessment |  |
| Classroom Observations and Observation Debrief | Lesson annotation feedback |  |  |

| Q3 STRATEGIES - January to March 2024 | | | |
| --- | --- | --- | --- |
| STRATEGY  What strategies will you employ to achieve this goal? | METRIC  What data will you look for to assess the effectiveness of each strategy? | Q3 BASELINE  Outcomes as of  December 2023 | Q3 ACTUAL  Outcomes as of  March 2024 |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |

| CATEGORY | | Rigorous Instruction | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| GOAL 2  (**REQUIRED**) | | 50*%* of students in grades 7-10 will move from *close* to *ready* on the Math and Reading ATLAS assessment. This includes moving 21 students from *close* to *ready*. For the 2022-2023 school year, 42 students scored *close* on the ACT Aspire summative assessment. | | | | | | | | | |

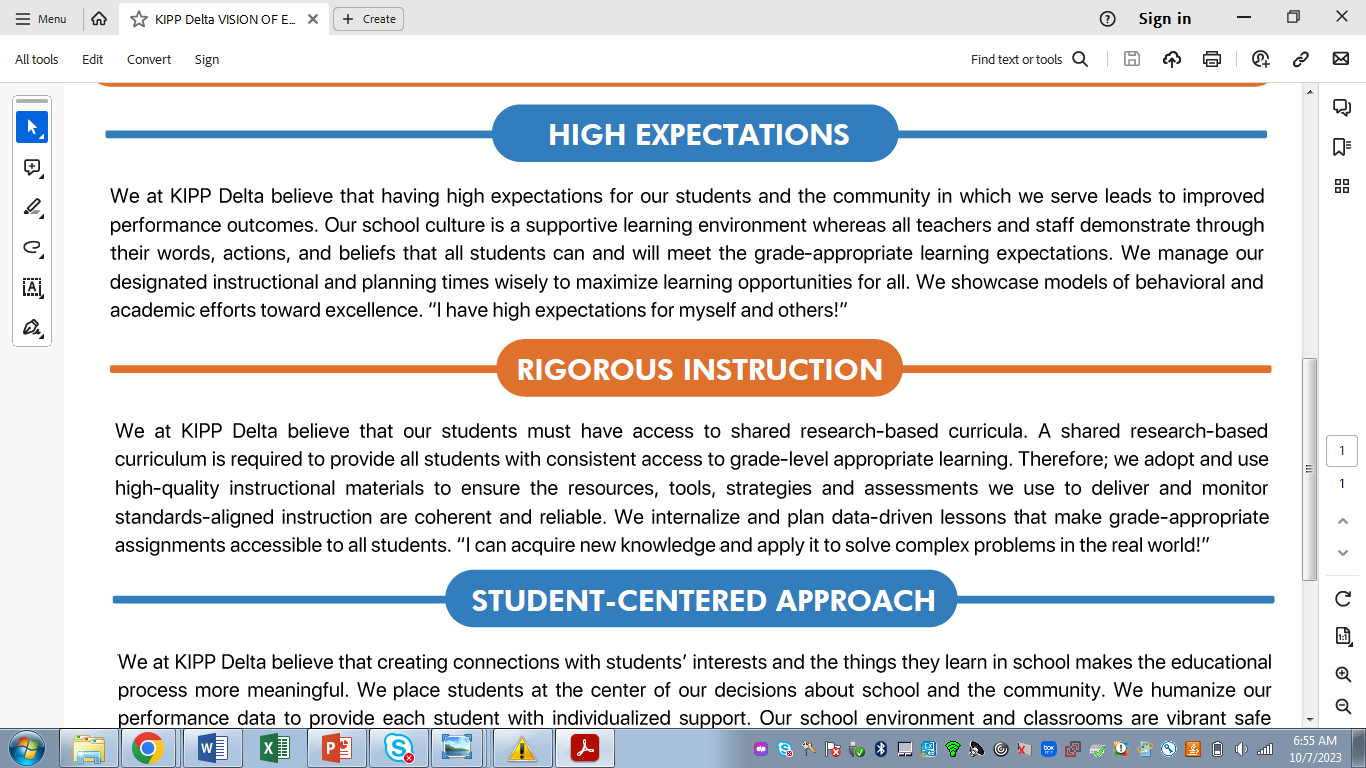
| STRATEGY  What strategies will you employ to achieve this goal? | METRIC  What data will you look for to assess the effectiveness of each strategy? | Q2 BASELINE  Outcomes as of  October 2023 | Q2 ACTUAL  Outcomes as of  December 2023 |
| --- | --- | --- | --- |
| Classroom Observations and Debrief Sessions | Teachers that score progressing or effective classroom observation in TESS domains 1 and 3 |  |  |

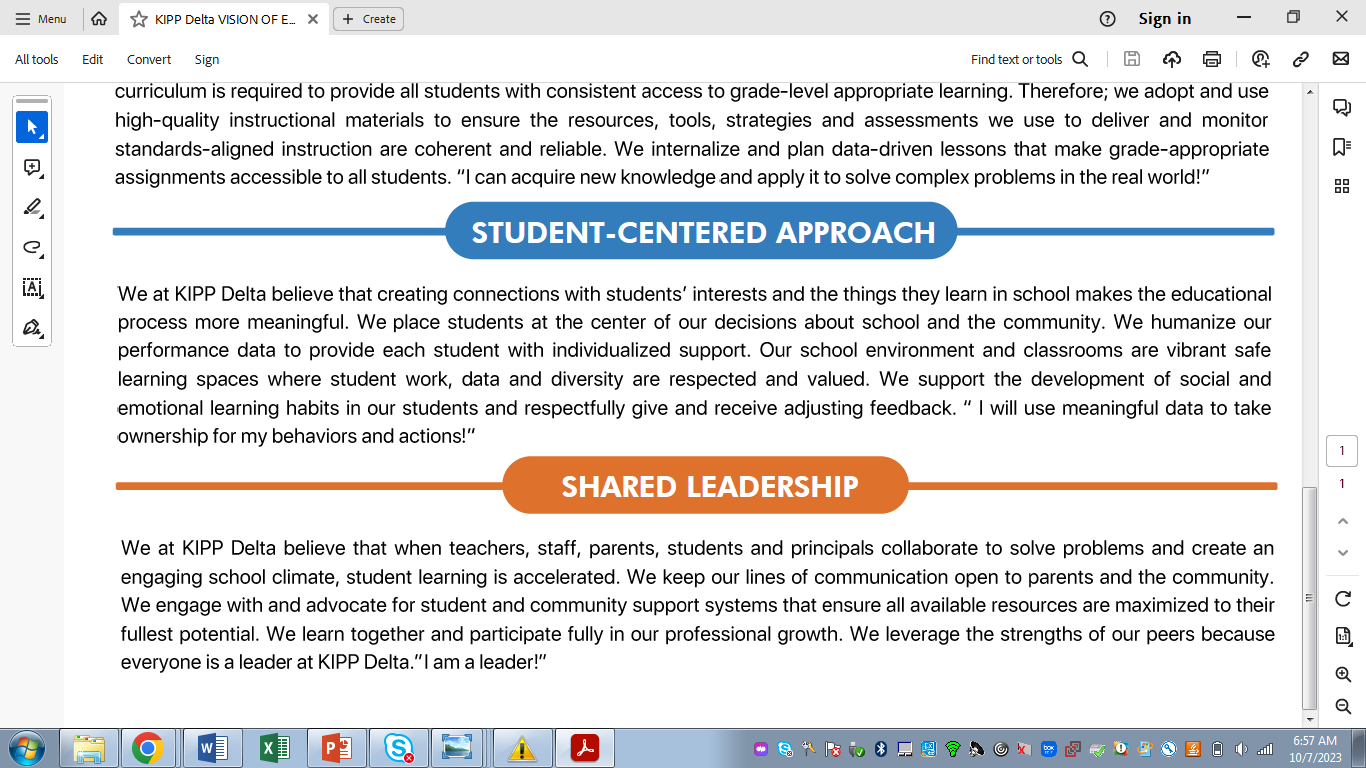
| Q3 STRATEGIES - January to March 2024 | | | |
| --- | --- | --- | --- |
| STRATEGY  What strategies will you employ to achieve this goal? | METRIC  What data will you look for to assess the effectiveness of each strategy? | Q3 BASELINE  Outcomes as of  December 2023 | Q3 ACTUAL  Outcomes as of  March 2024 |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |

| CATEGORY | | Student-Centered Approach | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| GOAL # 3  (**Optional**) | | Increase daily attendance rate to 98% each day for quarter 2. Reduce chronic absenteeism by 50% for quarter 2. | | | | | | | | | |

| STRATEGY  What strategies will you employ to achieve this goal? | METRIC  What data will you look for to assess the effectiveness of each strategy? | Q2 BASELINE  Outcomes as of October 2023 | Q2 ACTUAL  Outcomes as of December 2023 |
| --- | --- | --- | --- |
| Behavior Improvement Plans with families, counselors, teachers, and school leadership | Suspensions | 8 students were suspended in Q1 |  |
| Attendance Meetings | Chronic Absences | 6 students are chronically absent |  |
| Fun Friday | Average Daily Attendance | 97% attend school daily |  |
| SEL Implementation | SEL | 70% of staff are implementing positive action with fidelity |  |

| Q3 STRATEGIES - January to March 2024 | | | |
| --- | --- | --- | --- |
| STRATEGY  What strategies will you employ to achieve this goal? | METRIC  What data will you look for to assess the effectiveness of each strategy? | Q3 BASELINE  Outcomes as of  December 2023 | Q3 ACTUAL  Outcomes as of  March 2024 |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |





**PART IV | PREPARING TO EXECUTE**

A. Strengths & Assets

What existing strengths and assets will you leverage as you lead execution of this plan? These can be known strengths in your own leadership, existing strengths of your school, systems for progress monitoring, members of your team/community and your plan to lead through them, etc. Outline both what you can leverage and how you will do it.

| Trained instructional leaders and external coaching partners for all core content areas.   * Weekly/bi-weekly instructional planning and data review sessions with teachers * Content specific professional development * Instructional observations with real time feedback * Individualized coaching in the area of SOR provided by ASPRC * Behavioral support strategies for students provided by administration team   Community partnerships with Families Inc, Life Strategies, and Mid South to support staff with strategies for supporting students with additional emotional and behavioral needs. |
| --- |

B. Anticipating Challenges

What are the top challenges you anticipate in executing your plan? Describe specific challenges and/or roadblocks that could arise and what action you will take if/when they do.

| * Limited personnel to ensure tier 1 instruction occurs each day in all core content areas * Limited personnel to support tier 2 and tier 3 intervention * Time management to ensure systems are functioning while also completing mandatory tasks (lesson annotation feedback, weekly 03s, planning professional development opportunities, engaging with families about student academic and behavioral progress, conducting transcript audits * Limited budgetary funds and knowledge of 2023-2024 school year budget * Financial resources to support students' incentives has become a challenge due to finite budgetary availability . |
| --- |

C. Resources & Supports

Outline what resources and support you need to successfully execute your plan. If they are existing resources/supports, how will you leverage them? If they are new or additional resources/supports, how will you secure and sustain them?

| * Reading interventionist to help support small group instruction * 17-9 Social Studies teacher * 1 10-12 math teacher * 1 10-12 ELA teacher * 1 10-12 science teacher * 2 additional instructional assistants to support coverage and tier 2 and tier 3 support * Additional support for Mr. Bartlett, new SpEd teacher * Continued support from KIPP Foundation High School Unit with leader development and coaching * Schoolwide culture reset professional development * Curriculum ordered for all subjects so that students have access to grade level material * Funding to support classroom libraries so that students have consistent access to trade books and texts * Funding to support parental engagement activities literacy nights and math nights to in * Funding to support parental engagement activities such as literacy nights and math nights to strengthen school to home partnerships. |
| --- |